

Report on 2007-08 Program Assessment
Professional Services Division
April 2009

Overview of this Report

This agenda item provides an update on the Program Assessment process. In particular, it focuses on the progress of the programs for the Yellow cohort institutions, which was the first cohort to participate in Program Assessment. The results from Program Assessment will inform the site visits for 09-10, two of which will be in fall.

Staff Recommendation

Staff recommends that the COA direct staff to plan to add members to the accreditation site visit teams who are knowledgeable about the programs for which additional information is needed as identified in Appendices A and B.

Background

The Yellow cohort was the first cohort to submit Program Assessment documents. These documents, reviewed two years in advance of the Site Visit, inform the selection of the site visit team as well as the focus for the team's work. For example, if a program has not preliminarily met all program standards during the Program Assessment process, then a team member with expertise in that particular credential area will be assigned to the team in order to review the program on-site during the site visit. In cases where all programs are found to have all program standards preliminarily met, then the site visit team will focus on the institution's response to the Common Standards and confirm the preliminary findings of program assessment through interviews and review of additional evidence on site.

Beginning in late 2007, programs in the Yellow cohort were instructed to prepare for the Program Assessment process by updating program documents they had submitted for initial approval or for the most recent Institutional Self Study, to reflect changes in the program. Institutions submitted documents organized in various ways, many of which resulted in documents that were difficult for readers to review. For example, some programs did not edit the tense of the verbs (from future to present tense) which left readers wondering whether the programs had implemented what they had planned. In other cases, programs left in language such as "See Evidence Room," rather than including evidence in documents submitted for Program Assessment review. (In the Program Assessment process, there is no evidence room.)

Also, there were problems with formatting between the original submission and the one for program assessment and poor organization in the binders (such as syllabi not in any kind of order, no tabs, no page numbers, etc.). In some cases, readers had a very difficult time trying to find the necessary information and supporting evidence.

In spite of the difficulties, readers persevered and preliminary findings were made for most programs. Feedback was provided to the program for each standard—either the standard was found to be "Preliminarily Met" or "More Information was Needed." These options allow programs to submit additional information prior to the site visit for the readers to review. Some

programs have now submitted additional information and the original readers will be reviewing the information.

Two Yellow cohort institutions have joint CTC-NCATE accreditation visits in fall 2009. The preliminary results of Program Assessment for these two institutions are provided in Appendix A and Appendix B. Summary progress information on other Yellow cohort institutions is provided in Appendix C.

Next Steps

Program Assessment reading sessions are scheduled for the end of April and May. Programs in the Yellow cohort that have not been fully reviewed will be reviewed first. Results from the reviews will be presented to the COA at its June 2009 meeting.

Site team members in 2009-10 will have available to them all program assessment documentation, feedback sheets from each review phase of the process, the final summary indicating the preliminary findings of the readers as to whether the program meets standards, and a one page narrative summary of the program.

The next steps for Program Assessment include providing more timely communication back to institutions and providing comprehensive information to the site visit team as well as to the COA. In order to provide the necessary information to the site visit team members, staff suggests that each team of Program Assessment readers develop a one-page summary of the program they have reviewed that describes the program design, curriculum, fieldwork experiences and how candidate competence is assessed. This program summary would resemble the program reports currently included in site visit reports and would provide important contextual information to the site visit team members.

The Program Assessment documentation for the Orange cohort institutions has been received at the Commission and is now beginning the Program Assessment review process. The Orange cohort institutions will have their site visits in 2010-2011 and the visit will be focused by the Program Assessment results.

APPENDIX A

Report on the Program Assessment for CSU Northridge

March 26, 2009

Approved Credential Programs		Total # of Standards	# Standards Preliminarily Met	Areas in which more information is needed
Multiple Subject *		21	9	Consistency across syllabi providing specific detailed assignment requirements and rubrics for assessment. More detail on how standard is met. Resubmission has been received.
BCLAD*				Clarification on which courses are taught in the language of emphasis and how adaptations to lesson plans connect to the specific background of individual students.
Single Subject *		21	18	Different levels of specificity in syllabi made it difficult to determine if some standards are met.
Education Specialist *	MM Level I, Intern *	17	14	Need more information on field experiences to include traditional candidates and interns.
	MS Level I, Intern *	19	16	Need more information on field experiences to include traditional candidates and interns.
	MM Level II *	12	7	Need more on Current and Emerging Research Practices Core Standards for Level II.
	MS Level II *	10	7	Need more on Current and Emerging Research Practices Core Standards for Level II.
	Deaf and Hard-of-Hearing Level I	8	8	
	Deaf and Hard-of-Hearing Level II *	4	3	Evidence needed to show how candidates demonstrate advanced personal communication skills necessary to effectively interact with the deaf and hard of hearing students who would not benefit from or use ASL.
	Early Childhood Special Education L I	14	14	
	Early Childhood Special Education Credential L II	3	3	
	Early Childhood Special Education Certificate	8	8	
Reading/Language Arts Specialist *		20	9	Appendix needs organization. Syllabi need specifics on assignments and how candidate demonstrate competence. Resubmission has been received.
Ad min	Tier I *	15	11	Need alignment of syllabi course numbers with narrative responses. More information on key assessments is

Approved Credential Programs		Total # of Standards	# Standards Preliminarily Met	Areas in which more information is needed
				needed.
	Tier II *	9	3	Need to update the Appendices—include all Appendices and in Appendix A, provide clarity on distinction between Admin credential and degree courses.
Pupil Personnel Services	School Counseling *	32	0	Well written narratives, no evidence provided.
	School Psychology *	27	0	Syllabi were missing to provide evidence.
Health: School Nurse Credential *		9	2	Need more information on how standards are met.
Adapted Physical Education *		32	16	More detail in syllabi is needed in relation to diversity and assessment of candidates. Syllabus is missing.
CTEL (Any program updates should be reviewed at site visit.)		Approved 2008	To be reviewed at Site Visit	

- **At this time, Commission staff recommends a team member be assigned to review the specific program.**

If CSUN provides additional information by June 1, 2009, the staff recommendation for additional team members might be adjusted.

APPENDIX B

Preliminary Report for the San Diego State University Program Assessment March 26, 2009

Approved Credential Programs		# of Standards	# Standards Preliminarily Met	Areas in which more information is needed
General Education*	Multiple Subject *	21	8	1-10; 15, 17, 18
	Single Subject *	21	18	3, 7B, 14
	BCLAD—Spanish*			Need specifics on how the program addresses standards —syllabi missing
	5 th Year *	6	0	Submission was the document sent for initial approval. Needs update to program currently in place.
	<i>BCLAD</i>		To be reviewed	
	Bilingual Specialist Credential *	15	9	More information of demonstration of knowledge in the field is needed.
Education Specialist*	MM Level I , Intern	17	11	Core standards need clarity on supervision and preparation to address integrated services
	MS Level I, Intern	19	15	Core standards need clarity on supervision and preparation to address integrated services
	<i>MM Level II</i>	<i>12</i>	<i>To be reviewed</i>	
	<i>MS Level II</i>	<i>10</i>	<i>To be reviewed</i>	
	<i>Early Childhood Special Education Level I</i>	<i>14</i>	<i>To be reviewed</i>	
	<i>Early Childhood Special Education Level II</i>		<i>To be reviewed</i>	
	<i>Speech Pathology *</i>		<i>To be reviewed</i>	
	Early Childhood Special Education Certificate	8	8	-
Reading /Language Arts	<i>Specialist Credential *</i>	<i>20</i>	<i>To be reviewed</i>	
	<i>Certificate *</i>	<i>11</i>	<i>To be reviewed</i>	

Approved Credential Programs		# of Standards	# Standards Preliminarily Met	Areas in which more information is needed
Admin Services	Preliminary- Level I *	15	11	Additional evidence needed in support of narrative. Resubmission has been received.
	Tier II *	9	<i>To be reviewed</i>	
Pupil Personnel Services	School Counseling *	32	<i>To be reviewed</i>	
	School Psychology	27	25	Need more on biological foundations of behavior and legal requirements of students' rights
	School Social Work	25	25	
	Child Welfare and Attendance	9	9	
Health: School Nurse Credential		9	9	
Adapted Physical Education *		32	<i>To be reviewed</i>	
CTEL (Any program updates should be reviewed at site visit.)*		Approved 2008	All	-

- **At this time, Commission staff recommends a team member be assigned to review the specific program.**

If SDSU provides additional information by June 1, 2009, the staff recommendation for additional team members might be adjusted.

APPENDIX C

All Other Yellow Cohort Institutions

Teaching Credential Programs

Services Credential Programs

Teaching Credential Programs		SJSU	CSU Stan	Biola	FPU	JFK	LMU	NHU	SDCC	SCU	Touro	Whittier	William Jessup	Mendocino COE	Santa Clara LEA	Stanislaus COE	Total Programs
General Ed	MS	!	!	!	!	!	!	!	!	!	!	!	!				12
	SS	!	!	!	!		!	!	!	!	!	!					10
	Clear			!	!	!	!	!	!	!		!					8
	BCLAD	!	!		!		!	!									5
Special Education	MM LI	!	!		!		!	!		!	!					!	8
	MS LI	!	!		!						!					!	5
	MM LII	!	!		!		!	!		!	!					!	8
	MS LII	!	!		!						!					!	5
	DHH LI	!															1
	DHH LII	!															1
	ECSE LI	!			!					!							3
	ECSE LII	!			!					!							3
	PHI LI				!												1
	PHI LII																0
	VI LI																0
	VI LII																0
	Resource				!												1
CTEL																	3
Reading Certificate		!	!		!		!			!							5
Reading Specialist		!	!		!		!			!							5
Career Technical Ed																	2
Adult Education																	2
Supervision/Coor																	2
Total Teaching Programs		13	10	3	14	2	9	7	3	9	6	3	1	3	3	4	90

Services Credential Programs		SJSU	CSU Stan	Biola	FPU	JFK	LMU	NHU	SDCC	SCU	Touro	Whittier	William Jessup	Mendocino COE	Santa Clara LEA	Stanislaus COE	Total Programs
Admin Preliminary		!	!		!	!	!			!	!	!					8
Admin Tier II		!	!		!		!			!		!					6
PPS	Counseling	!	!		!		!										4
	Psychology	!			!		!										3
	Social Work	!															1
	CWA																0
School Nurse		!															1
Teacher Librarian		!															1
Adapted Physical Education																	1
Clinical Rehab	Audiology																1
	Orientation & Mobility																0
	Special Class Authorization																1
Speech, Language Pathology																	0
Total Services Programs		10	3	0	4	1	4	0	0	2	1	2	0	0	0	0	27